

***Dissertation marking and feedback sheet***

**Programme:** Erasmus Mundus MA/Mgr. in Special and Inclusive Education

**Module:** Dissertation

**Module code:** ERM030L003S

**Student Name:** Delix Missinzo

**1<sup>st</sup> Marker's name:** Mgr. Marie Komorná

**Title of dissertation:**

Teachers' perceptions in education provision for deaf students in the Czech Republic

**Use (i.e. exploration and discussion) of literature/evidence**

It should be noted at the outset that there are only several works in English dealing with the topic of inclusive education of the deaf in the Czech Republic. In spite of this, Delix has managed to present critically relevant sources and subject matters relating to the studied issue. Due to the communication barrier, the work could not include documents written in Czech that would enable a more complex description of the present system of education of hearing-impaired persons in the CR, or documents reflecting opinions of experts (including deaf authors) of the question of inclusive education.

**Design of project– research question or hypothesis, and methodology Data analysis and Presentation**

To deal with the research problem, Delix has chosen the method of analysis of responses of respondents obtained, within the qualitative research, via a semi-structured interview. The selection of the method and its advantages and limitations are explained clearly in the work. A list of questions and transcripts of two interviews represent an attachment to the work (it is a pity that not all transcripts with all respondents are included; it would also be useful to mention more information about respondents – e.g. age, school studied). The principal part of the work consists in analysis of responses of five teachers (both from special schools and main stream education schools). Based on this analysis, Delix has defined and presented clearly and in detail nine basic points that are relevant in relation to inclusion of the deaf.

**Structure, communication, and presentation**

The work has an adequate structure. Individual parts follow a logical sequence.

Although there are sporadic linguistic or style-related shortcomings, formally the work has a very good overall level.

**Overall comments (including any areas for further improvement):**

Delix has chosen a topical subject for his work – possibilities and conditions of inclusion of deaf pupils into main stream education schools in the CR from the point of view of teachers. As already mentioned, the principal part of the work consists in analysis of responses of five teachers collected via a semi-structured interview. It is clear that, considering a small sample of respondents, data obtained through the analysis of responses cannot be made general. In spite of that I believe that Delix has managed to comprehend and correlate substantial aspects of the question of inclusive education of the deaf in the Czech Republic. I consider the Delix's work valuable. Although the overall conclusion of the work tends to favour inclusive education of the deaf, in my opinion the analysis confirms opinions of experts that inclusion of the deaf, comparing to inclusion of other groups of disadvantaged persons, has certain particulars to which the main stream education schools are not prepared at present. Also, the need of a continuing existence of education of the deaf in special schools (even though there are still some reserves found in their functioning, e.g. Czech sign language competences of teachers) is based on very strong arguments.

**Question:**

The terms listed on pages 6 and 7 mention and explain oralism as one of approaches to education of hearing-impaired children. However, I miss explanation of terms relating to two other important approaches applied in the CR in the field of education of the deaf – philosophy of total communication and, first and foremost, bilingual approach to education of the deaf. On pages 58 and 59, it is written: „Additionally, they feel that **bilingual approach which is combination of signing and oral...**“ I am not sure how to understand this statement/explanation. Could you specify what you understand by the term bilingual education? On what linguistic principles is it based?

**2<sup>nd</sup> Marker's Name:** PhDr. Jana Stará, Ph.D.

**2<sup>nd</sup> Marker's Comments:**

Delix Missinzo approves good orientation in the topic area. The references and quoting are quite well documented; self-originated work is separated from other people's work. Delix Missinzo uses the relevant literature and frame the topic of the work by sufficient context and research findings. I appreciate especially the understanding the issue (also) from the perspective of identity of deaf person, practices outside EU and objective approach that enables comparing strengths and challenges of education in mainstream and special schools.

I miss the text on concrete methodological approaches in teaching deaf students and teachers' competences necessary for that work (not just using the sign language). I think the problem of not successful provision of deaf students in the Czech mainstream schools is that their teachers are not educated nor supported in using effective practices in their work with deaf students (as Delix summarizes at



the end of the dissertation). This text could help also in the interviews preparation to ask the teachers concretely to find out how they are equipped in their profession to teach deaf students and to highlight challenges teachers meet to include the deaf in mainstream schools (see the objectives of the study).

The result of Delix Missinzo's work brings findings that illustrate very well the practice of provision of deaf students but also the problems of the Czech Republic to fulfil the international obligations regarding inclusion in general. I agree with the recommendations stated in the last part of the work.


**AGREED MARK:**

(All Grades are provisional and Subject to Confirmation by the Board of Examiners and by Senate)

1 <sup>st</sup> marker	1
2 <sup>nd</sup> marker	1
Agreed mark	1
Adjusted mark after the Viva (where appropriate)	-----

doc. PaDr. Jan Šiška, PhD.

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